Children & Schools

Vol. 30, Nos. 1–4, January 2008–October 2008

The following abbreviations are used: Jan., January; Apr., April; Oct., October; E, Editorial; PH, Practice Highlights.

SUBJECT AND TITLE INDEX

Academic achievement
influences on, July 133–145
predictors among Hispanic adolescents, Oct. 197–209
Accountability
school counseling programs, Jan. 3–4
standards-based, July 161–172
Accountability Meets Appropriation: The Case of the Elementary and Secondary School Counseling Program (E), by Melissa Jonson-Reid, Jan. 3–4
Acculturation
academic achievement, Oct. 197–209
Adaptation
evidence-based drug abuse prevention, Apr. 116–127
Adolescents
dating violence, Oct 223–233
dropout risk factors, Jan. 49–62
evidence-based drug abuse prevention, Apr. 116–127
exposure to violence scale, Apr. 93–102
as parents, Jan. 37–47
predictors of academic achievement and school attachment among Hispanic, Oct. 197–209
Advocacy
alternatives to corporal punishment, Oct. 243–250
Aggressive behavior. *See* **School violence; Violence**
Alternative schools
evidence-based drug abuse prevention, Apr. 116–127
Art therapy
children on autism spectrum, Jan. 27–36
Assessment
adolescent dating violence and stalking, Oct. 223–233
school violence, Apr. 71–81; Apr. 83–91
social–emotional behavior development, Apr. 103–115
tools and strategies, Apr. 67–69
Assessment in Schools: Tools and Strategies (E), by Michael E. Woolley and Gary L. Bowen, Apr. 67–69
Assessment Instruments for Measuring Young Children's Social–Emotional Behavioral Development, by Tonia D. Caselman and Patricia A. Self, Apr. 103–115
Autism
home/school collaborative model, July 189–191
Autism spectrum disorder
art therapy, Jan. 27–36

Behavioral disorders
positive behavior support, Jan. 5–14
Best practices
school-based mentoring programs, July 177–185
Brief therapy
effectiveness, Jan. 15–26
Bullying
psychosocial school environment in middle schools, Oct. 211–221

The Caring Equation: An Intervention Program for Teenage Mothers and Their Male Partners, by Monica L. P. Robbers, Jan. 37–47
Children & Schools: Adding Value to the Field (E), by Melissa Jonson-Reid, Oct. 195–196
Cognitive outcomes
early intervention programs, July 149–157
Collaboration
community efforts to improve schools, July 161–172
Communities
engagement with, July 131–132
influence on school achievement, July 133–145
partnerships with schools, July 161–172
Community Collaboration to Improve Schools: Introducing a New Model from Ohio, by Dawn Anderson-Butcher, Hal A. Lawson, Jerry Bean, Paul Flaspohler, Barbara Boone, and Amber Kwiatkowski, July 161–172
Conceptual and Methodological Considerations for Assessment and Prevention of Adolescent Dating Violence and Stalking at School, by Matthew T. Theriot, Oct. 223–233
Confirmatory factor analysis
exposure to violence scale, Apr. 93–102
Confirmatory Factor Analysis of the Recent Exposure to Violence Scale, by Manfred H. M. van Dulmen, Lara M. Belliston, Daniel J. Flannery, and Mark Singer, Apr. 93–102
Corporal punishment
advocacy to alternatives, Oct. 243–250
Corporal Punishment in U. S. Public Schools: A Continuing Challenge for School Social Workers, by David R. Dupper and Amy E. Montgomery Dingus, Oct. 243–250
Counseling programs
grants, Jan. 3–4
Cross-cultural parenting
adolescents, Jan. 37–47

Dating violence
assessment and prevention, Oct. 223–233
Developmental perspective
school dropout prevention, Jan. 49–62
Discipline
advocacy to alternatives to corporal punishment, Oct. 243–250

CCC Code: 1532-8759/08 $3.00 ©2008 National Association of Social Workers

Early Head Start
outcomes, July 149–157
An Ecological and Developmental Perspective on Dropout Risk Factors in Early Adolescence: Role of School Social Workers in Dropout Prevention Efforts, by Debra M. Hernandez Jozefowicz-Simbeni, Jan. 49–62
Ecological perspective
school dropout prevention, Jan. 49–62
Educational equity
Hispanic adolescents, Oct. 235–241
Effectiveness
solution-focused brief therapy, Jan. 15–26
Effectiveness of Solution-Focused Brief Therapy in a School Setting, by Cynthia Franklin, Kelly Moore, and Laura Hopson, Jan. 15–26
Elementary schools
counseling programs, Jan. 3–4
violent behavior assessment, Apr. 83–91
Empowerment
school constituents, Apr. 71–81
Environment
bullying behaviors, Oct 211–221
influence on school achievement, July 133–145
Evaluation
adaptation of evidence-based drug abuse prevention, Apr. 116–127
adolescent parenting intervention, Jan. 37–47
social skills program, Jan. 27–36
Evidence-based programs
drug abuse prevention, Apr. 116–127

A Framework for Assessing Violent Behaviors in Elementary School-Age Children, by Angela D. Bardick and Kerry B. Bernes, Apr. 83–91

Grants
school counseling programs, Jan. 3–4
Group therapy
children on autism spectrum, Jan. 27–36

Hispanics
effects of structural violence on educational identities, Oct. 235–241
predictors of academic achievement and school attachment, Oct. 197–209
The Home/School Collaborative Model (PH), by Judith S. Bloch, July 189–191

Instruments
violence assessment, Apr. 71–81
Intervention
positive behavior support, Jan. 5–14
solution-focused brief therapy, Jan. 15–26
teenage mothers and their male partners, Jan. 37–47

Junior high schools. *See also* **Middle schools**
dropout risk factors, Jan. 49–62

Measurement
exposure to violence scale, Apr. 93–102
Mentoring programs
school-based, July 177–185
Methodology
evidence-based drug abuse prevention, Apr. 116–127
Methodology for Evaluating an Adaptation of Evidence-Based Drug Abuse Prevention in Alternative Schools, by Laura M. Hopson and Lori K. H. Steiker, Apr. 116–127
Middle schools. *See also* **Junior high schools**
dropout risk factors, Jan. 49–62
solution-focused brief therapy, Jan. 15–26
Multilevel models
influences on school achievement, July 133–145

Neighborhoods. *See also* **Communities**
influence on school achievement, July 133–145
Neighborhood Social Capital, Poor Physical Conditions, and School Achievement, by Michael E. Woolley, Andrew Grogan-Kaylor, Megan E. Gilster, Rebecca A. Karb, Larry M. Gant, Thomas M. Reischl, and Katherine Alaimo, July 133–145

Outcome-Based Evaluation of a Social Skills Program Using Art Therapy and Group Therapy for Children on the Autism Spectrum, by Kathleen Marie Epp, Jan. 27–36

Parenting
adolescent, Jan. 37–47
early intervention programs, July 149–157
Parent-report
social–emotional development assessment, Apr. 103–115
Partnerships
community–school, July 161–172
Positive behavior support
review, Jan. 5–14
Positive Behavior Support: A Call for Leadership, by Andy J. Frey, Amy Lingo, and C. Michael Nelson, Jan. 5–14
Predictors of Academic Achievement and School Attachment among Hispanic Adolescents, by Craig Winston LeCroy and Judy Krysik, Oct. 197–209
Preschoolers
with developmental disabilities, July 189–191
early intervention, July 149–157
social–emotional development assessment, Apr. 103–115
Prevention
adolescent dating violence and stalking, Oct. 223–233
drug abuse, Apr. 116–127
positive behavior support, Jan. 5–14
school dropout, Jan. 49–62
school violence, Apr. 83–91
Primary prevention
positive behavior support, Jan. 5–14
Program evaluation
adolescent parenting intervention, Jan. 37–47
social skills, Jan. 27–36

School attachment
predictors among Hispanic adolescents, Oct. 197–209
School-Based Mentoring Programs: A Review of the Research, by Karen A. Randolph and Jeannette L. Johnson, July 177–185
School discipline
alternatives to corporal punishment, Oct. 243–250
School dropouts
risk factors, Jan. 49–62
Schools
community collaboration to improve, July 161–172

evidence-based drug abuse prevention in alternative, Apr. 116–127
School Social Work: Engaging the Community (E), by Melissa Jonson-Reid, July 131–132
School social workers
assessment, Apr. 67–69
community engagement, July 131–132
grants, Jan. 3–4
influence on at-risk students, Oct. 235–241
school dropout prevention, Jan. 49–62
School violence
assessment, Apr. 71–81; Apr. 83–91
bullying, Oct. 211–221
stalking behavior, Oct 223–233
School Violence: Bullying Behaviors and the Psychosocial School Environment in Middle Schools, by Nancy Meyer-Adams and Bradley T. Conner, Oct. 211–221
School Violence Assessment: A Conceptual Framework, Instruments, and Methods, by Rami Benbenishty, Ron Avi Astor, and Joey Nuñez Estrada, Apr. 71–81
Secondary schools
counseling programs, Jan. 3–4
Social capital
school achievement, July 133–145
Social development
delays, Jan. 27–36
Social–emotional development
assessment, Apr. 103–115
Social justice
alternatives to corporal punishment, Oct. 243–250
effects of structural violence on educational identities, Oct. 235–241
Social skills therapy
children on autism spectrum, Jan. 27–36
Sociodemographic and Programmatic Moderators of Early Head Start: Evidence from the National Early Head Start Research and Evaluation Project, by Sunyoung Jung and Susan Stone, July 149–157
Solution-focused services
brief therapy, Jan. 15–26
Stalking
prevention, Oct 223–233
Structural equation modeling
bullying behaviors, Oct 211–221
Structural violence
effects on educational identities, Oct. 235–241
Substance abuse
prevention programs, Apr. 116–127

Teacher-report
social–emotional development assessment, Apr. 103–115

Understanding the Effect of Structural Violence on the Educational Identities of Hispanic Adolescents: A Call for Social Justice, by Pauline Garcia-Reid, Oct. 235–241

Values
school violence assessment, Apr. 71–81
Victims
bullying, Oct 211–221
Violence
adolescent dating, Oct 223–233
assessment of school, Apr. 71–81; Apr. 83–91
bullying, Oct. 211–221
exposure, Apr. 93–102
structural, Oct. 235–241
Vulnerable populations
corporal punishment, Oct. 243–250

Youth development
community–school partnerships, July 161–172

AUTHOR INDEX

Alaimo, Katherine. *See* Woolley, Michael E.
Anderson-Butcher, Dawn, Hal A. Lawson, Jerry Bean, Paul Flaspohler, Barbara Boone, and Amber Kwiatkowski, *Community Collaboration to Improve Schools: Introducing a New Model from Ohio,* July 161–172
Astor, Ron Avi. *See* Benbenishty, Rami

Bardick, Angela D. and Kerry B. Bernes, *A Framework for Assessing Violent Behaviors in Elementary School-Age Children,* Apr. 83–91
Bean, Jerry. *See* Anderson-Butcher, Dawn
Belliston, Lara M. *See* van Dulmen, Manfred H. M.
Benbenishty, Rami, Ron Avi Astor, and Joey Nuñez Estrada, *School Violence Assessment: A Conceptual Framework, Instruments, and Methods,* Apr. 71–81
Bernes, Kerry B. *See* Bardick, Angela D.
Bloch, Judith S., *The Home/School Collaborative Model* (PH), July 189–191
Boone, Barbara. *See* Anderson-Butcher, Dawn
Bowen, Gary L. *See* Wooley, Michael E.

Caselman, Tonia D. and Patricia A. Self, *Assessment Instruments for Measuring Young Children's Social– Emotional Behavioral Development,* Apr. 103–115
Conner, Bradley T. *See* Meyer-Adams, Nancy

Dingus, Amy E. Montgomery. *See* Dupper, David R.
Dupper, David R. and Amy E. Montgomery Dingus, *Corporal Punishment in U. S. Public Schools: A Continuing Challenge for School Social Workers,* Oct. 243–250

Epp, Kathleen Marie, *Outcome-Based Evaluation of a Social Skills Program Using Art Therapy and Group Therapy for Children on the Autism Spectrum,* Jan. 27–36
Estrada, Joey Nuñez. *See* Benbenishty, Rami

Flannery, Daniel J. *See* van Dulmen, Manfred H. M.
Flaspohler, Paul. *See* Anderson-Butcher, Dawn
Franklin, Cynthia, Kelly Moore, and Laura Hopson, *Effectiveness of Solution-Focused Brief Therapy in a School Setting,* Jan. 15–26
Frey, Andy J., Amy Lingo, and C. Michael Nelson, *Positive Behavior Support: A Call for Leadership,* Jan. 5–14

Gant, Larry M. *See* Woolley, Michael E.
Garcia-Reid, Pauline, *Understanding the Effect of Structural Violence on the Educational Identities of Hispanic Adolescents: A Call for Social Justice,* Oct. 235–241
Gilster, Megan E. *See* Woolley, Michael E.
Grogan-Kaylor, Andrew. *See* Wooley, Michael E.

Hopson, Laura M. *See* Franklin, Cynthia

and Lori K. H. Steiker, *Methodology for Evaluating an Adaptation of Evidence-Based Drug Abuse Prevention in Alternative Schools,* Apr. 116–127

Johnson, Jeannette L. *See* Randolph, Karen A.
Jonson-Reid, Melissa
Accountability Meets Appropriation: The Case of the Elementary and Secondary School Counseling Program (E), Jan. 3–4
Children & Schools: Adding Value to the Field (E), Oct. 195–196
School Social Work: Engaging the Community (E), July 131–132
Jozefowicz-Simbeni, Debra M. Hernandez, *An Ecological and Developmental Perspective on Dropout Risk Factors in Early Adolescence: Role of School Social Workers in Dropout Prevention Efforts,* Jan. 49–62
Jung, Sunyoung and Susan Stone, *Sociodemographic and Programmatic Moderators of Early Head Start: Evidence from the National Early Head Start Research and Evaluation Project,* July 149–157

Karb, Rebecca A. *See* Woolley, Michael E.
Krysik, Judy. *See* LeCroy, Craig Winston

Kwaitkowski, Amber, *See* Anderson-Butcher, Dawn
Lawson, Hal A. *See* Anderson-Butcher, Dawn
LeCroy, Craig Winston and Judy Krysik, *Predictors of Academic Achievement and School Attachment among Hispanic Adolescents,* Oct. 197–209
Lingo, Amy. *See* Frey, Andy J.

Meyer-Adams, Nancy and Bradley T. Conner, *School Violence: Bullying Behaviors and the Psychosocial School Environment in Middle Schools,* Oct. 211–221
Moore, Kelly. *See* Franklin, Cynthia

Nelson, C. Michael. *See* Frey, Andy J.

Randolph, Karen A. and Jeannette L. Johnson, *School-Based Mentoring Programs: A Review of the Research,* July 177–185
Reischl, Thomas M. *See* Woolley, Michael E.
Robbers, Monica L. P., *The Caring Equation: An Intervention Program for Teenage Mothers and Their Male Partners,* Jan. 37–47

Self, Patricia A. *See* Caselman, Tonia D.
Singer, Mark. *See* van Dulmen, Manfred H. M.
Steiker, Lori K. H. *See* Hopson, Laura M.
Stone, Susan. *See* Jung, Sunyoung

Theriot, Matthew T., *Conceptual and Methodological Considerations for Assessment and Prevention of Adolescent Dating Violence and Stalking at School,* Oct. 223–233

van Dulmen, Manfred H. M., Lara M. Belliston, Daniel J. Flannery, and Mark Singer, *Confirmatory Factor Analysis of the Recent Exposure to Violence Scale,* Apr. 93–102

Woolley, Michael E.
Andrew Grogan-Kaylor, Megan E. Gilster, Rebecca A. Karb, Larry M. Gant, Thomas M. Reischl, and Katherine Alaimo, *Neighborhood Social Capital, Poor Physical Conditions, and School Achievement,* July 133–145
and Gary L. Bowen, *Assessment in Schools: Tools and Strategies* (E), Apr. 67–69